

A PARENT/GUARDIAN GUIDE
TO UNDERSTANDING THE
*Special Education
Process*



Cherry Valley –
Springfield
Central School



GLOSSARY OF TERMS

Cherry Valley-Springfield CSD

For more information, clarification, and **COMPLETE** definitions, please visit the *NYS Parent's Guide to Special Education Services*:

English: <https://www.nysed.gov/sites/default/files/programs/special-education/a-parents-guide-to-special-education.pdf>

Spanish: <https://www.nysed.gov/sites/default/files/programs/special-education/spanish-parent-guide-0.pdf>

Quick-reference definitions:

Committee on Preschool Special Education (CPSE)	Committee that is responsible for Special Education services for 3-year olds and 4-year olds
Committee on Special Education (CSE)	Committee that is responsible for school-age Special Education services for individuals between the ages of 5-years old and 21-years old
Consent	parent/guardian approval
Continuum of Services	the programs offered through Special Education from least restrictive to most restrictive
Declassification	the child is no longer eligible for Special Education services as determined by the CPSE or CSE
Early Intervention	Special Education services from birth through 3-years old
Eligible	the child can receive Special Education services
Extended School Year (ESY)	services recommended for July and August
Individualized Education Plan (IEP)	the tool to document how one student's special needs related to his/her disability will be met within the context of an educational environment
Ineligible	the child cannot receive Special Education services
Initial Eligibility Determination Meeting	where the CPSE or CSE determines whether or not a child is eligible for Special Education services
Intake	an appointment where you take your child to the school that he/she may potentially attend to determine whether or not it is a appropriate placement; part of the out-of-district process
Least Restrictive Environment	least restrictive environment means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved
Out-of-district	the term used to describe programs that are not found in one of the elementary schools within Cobleskill-Richmondville Central School District
Placement	the location of that program; the school your child will attend
Response to Intervention (RtI)	A building-level, multi-tier approach to the early identification and support of students with learning and behavior needs

Program vs. Placement

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If your child is currently in preschool, receiving Special Education services, and will be entering Kindergarten (or turning 5 years old), he/she is considered to be 'Transitioning from CPSE to CSE'. Meaning, going from preschool to school age.

So, what does this mean??

First, let's define some terms and concepts you should be familiar with:

What is the difference between the Committee on Preschool Special Education (CPSE) and the Committee on Special Education (CSE)?



Early Intervention	Committee on Preschool Special	Committee on Special Education (CSE)
If your child received Special Education services from birth through 3-years old, he/she was involved with Early Intervention.	The Committee on Preschool Special Education (CPSE) is the Committee that is responsible for Special Education services for 3-year olds and 4-year olds.	The Committee on Special Education (CSE) is the Committee that is responsible for school-age Special Education services for individuals between the ages of 5-years old and 21-years old.

Each time your child enters into a different phase, eligibility for Special Education services is determined by the appropriate Committee. We call this Initial Eligibility Determination.

The phase where your child moves from CPSE to CSE is called the CPSE to CSE Transition Process.

Program vs. Placement

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What is the difference between 'program' and 'placement'?

The program indicates the Special Education program your child requires to access the general education curriculum. The program is recommended by the Committee on Special Education (CSE) with an obligation to consider the Least Restrictive Environment based upon your child's individual needs. The placement is the location of that program; the school your child will attend.

What is Least Restrictive Environment?

Least restrictive environment means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

For more information and clarification, please visit the NYS Parent's Guide to Special Education Services:

English: <https://www.nysed.gov/sites/default/files/programs/special-education/a-parents-guide-to-special-education.pdf>

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Classification and Meetings

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The CPSE consists of members functioning at the preschool level. The CSE consists of members functioning at the school-age level. In CPSE, you are determining a delay in one of the domains: cognitive, language and communicative, adaptive, social-emotional or motor development. There is one generalized classification of Pre-School Student with a Disability. In CSE, you are determining whether or not a child has a disability as defined by Federal and State regulations. There are currently 13 classification areas.

In New York State, there are 13 classification areas to consider for a student with a disability:

1. Autism
2. Deafness
3. Deaf-blindness
4. Emotional Disturbance
5. Hearing Impairment
6. Learning Disability
7. Intellectual Disability
8. Multiple Disabilities
9. Orthopedic Impairment
10. Other Health-Impaired
11. Speech or Language Impairment
12. Traumatic Brain Injury
13. Visual Impairment

Typically, for entering kindergarten students, the more prevalent (or most recommended) classification is Speech or Language Impairment or Other Health Impairment.



Classification and Meetings

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How many meetings are there for my child?

The CPSE to CSE Transition process includes a series of formal meetings. It is outlined below in visuals:

Overview: There are three parts to the process:



'Full' Meetings vs. 'Split' Meetings:

At the Cherry Valley-Springfield Central School District, some students will have 'full' meetings and some will have 'split' meetings. A 'full' meeting indicates that all 3 parts of the process are scheduled to occur in one meeting, named the 'CPSE to CSE Transition Meeting'.

At the CPSE to CSE Transition Meeting, the CPSE and CSE Committees will be present as preschool faculty and providers are required for the CPSE Annual Review and school-age faculty are required for the CSE meeting portion. The CPSE provides information about the child at the preschool level and a CPSE Individualized Education Plan (IEP) for the Annual Review is created. If your child is recommended for Extended School Year (ESY) services, an additional CPSE IEP will be created.

After the Annual Review and Extended School Year (ESY) recommendations, the CSE then reviews the information and determines eligibility for school-age Special Education services; this is considered an Initial Eligibility Determination Meeting. If your child is eligible for school-age Special Education services, an Individualized Education Plan (IEP) will be developed for kindergarten.

If during the 'full' meeting a student is declassified at the Annual Review part, he/she will not move on to the next two parts (the ESY recommendation and the CPSE to CSE Transition to determine eligibility for school-age Special Education services in kindergarten).

Your child will have at least 1 but up to 3 Individualized Education Plans (IEPs) developed as a result of the CPSE to CSE Transition Meeting.

Classification and Meetings

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A 'split' meeting indicates that you will have the Annual Review Meeting, including the Extended School Year (ESY) recommendation at one time in one meeting, and the CPSE to CSE Transition Meeting at another time in a second meeting. Thus, you would only sit with the CPSE for the Annual Review. All information discussed at this meeting, including recommendations, will be documented in the CPSE Individualized Education Plan (IEP). Again, if your child is recommended for summer services, he/she will have 2 CPSE IEPs as a result of the Annual Review Meeting.

If it is determined that additional information is needed in order to inform the CSE decision on whether or not your child has a disability, meaning additional evaluations or information are required, you will be contacted and asked to sign consent for additional evaluations.

If your child moves on to the CPSE to CSE Transition Review Meeting it is an Initial Eligibility Determination Meeting where the school-age CSE Committee determines eligibility, including classification, and recommends an appropriate program, related services, supports, accommodations, and/or modifications with consideration of the Least Restrictive Environment (LRE).

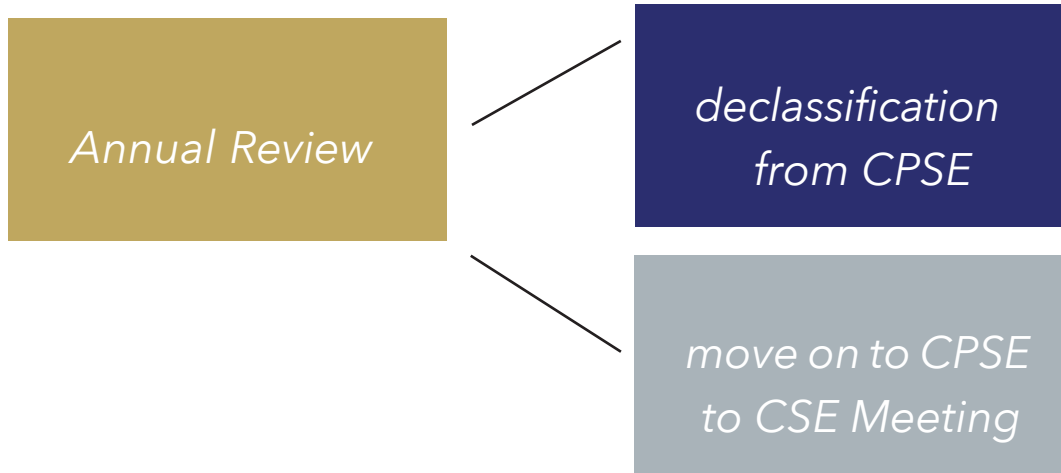
If your child is declassified at the Annual Review Meeting, he/she will NOT REQUIRE a CPSE to CSE Transition Meeting. If this is the case, your child will enter kindergarten as a general education student and be entitled to building level supports, as all students are. In this case, the Individualized Education Plan (IEP) will be updated and you will receive a Declassification Statement in the mail.



Classification and Meetings

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What to Expect in the CPSE to CSE Transition Process:

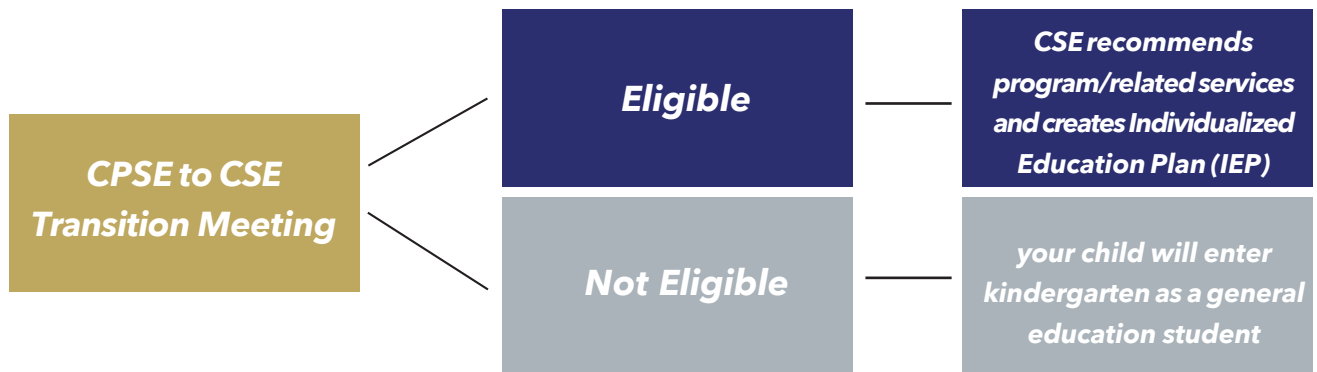


Annual Review:	If declassification occurs:	If moving on to CSE Transition Meeting:
<ul style="list-style-type: none"> • CPSE: preschool team • Review last year's progress and make summer rec. (Extended School Year) • Your child will be recommended to the CSE (school-age) to determine eligibility for classification of a disability and Special Education services • Your child may be recommended for additional testing by the CSE team. If this is the case, you will be asked to sign consent for additional evaluations. 	<ul style="list-style-type: none"> • You will receive a declassification statement in the mail • Your child will enter kindergarten as a general education student - he/she may be entitled to building level supports as determined by the building administration and faculty/staff 	<ul style="list-style-type: none"> • If your child is recommended for additional evaluations, after consent is obtained, testing will take place before the CPSE to CSE Transition Meeting • The Transition Meeting will be scheduled and the school-age CSE team will be there • The CSE will determine eligibility for a disability and recommend classification and Special Education services, supports, and accommodations/modifications; the CSE will create an IEP

Classification and Meetings

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Part 2: CPSE to CSE Transition Meeting - Initial Eligibility Determination Meeting for School-age Special Education Services



CPSE to CSE Transition Meeting	If eligible:	If Ineligible:
<ul style="list-style-type: none"> • School-age team; staff from elementary school buildings • The CSE will determine eligibility for a disability and recommend classification and Special Education services, supports, and accommodations/modifications' the CSE will create an IEP 	<ul style="list-style-type: none"> • The CSE team will create an Individualized Education Plan (IEP) • Placement will be discussed at the CSE meeting • If your child is recommended for a program that is not found in District, he/she will be referred for an out-of-district placement; please see below for steps in this process. 	<ul style="list-style-type: none"> • You will receive a statement of ineligibility for your records • Your child will enter kindergarten as a general education student • He/she will be entitled to any building level supports and services he/she requires; this includes access to the Response to Intervention (RTI) process

CONTINUUM OF SERVICES

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Special Education Programs: A Continuum of Services:

Special Education Programs are recommended based upon a continuum of services in consideration of the Least Restrictive Environment (LRE) for each individual child. Thus, the Committee has an obligation to consider programs that are least restrictive, meaning where the child will be educated in the general education setting, as much as possible. When a less restrictive program is determined to be inappropriate, a more restrictive program can be considered. There are many factors that go into this Committee decision including the required level of supports and services the child needs in order to function in that setting. Some programs designed to provide supports to children with specific needs, so in this case, a Special Class may be recommended.

See chart on next page...

At CV-S, we have the following programs in our District:

Related Services Only	Students are educated in a regular classroom and will receive related service supports, as determined appropriate by the Committee
Consultant Teaching Services (direct/indirect)	Students are educated in a regular classroom and will receive the support of a Special Education teacher either directly in the classroom or indirectly through the teachers consulting and planning with each other, or both
Resource Room	Students are educated in the regular classroom and are pulled out of the regular setting into a small group with other students with IEPs to work on specific skills as designated by the student's goals.
Special Class	<p>A special class program is designated by a ratio of teachers to students to teaching assistants. There is an age range and limit to the number of students in each class for these programs. All students in these classes have an IEP and are receiving Special Education services. Because there are no 'typically' functioning peers in these classes, it is considered a more restrictive program.</p> <p>15:1:1 - Basic Academic Class 12:1:1 - Functional Life Skills Class</p>
Out-of-District	<p>Out-of-district programs can be found in satellite schools, which may be part of another public school district, or in a separate school building. Students are recommended for a Special Class program with a ratio which is determined to be most appropriate for the child. This recommendation drives the programs that are sought to educate the child.</p> <p>Students are only recommended for out-of-district programs when the programs found in District are not appropriate; if the appropriate supports and services to meet the child's needs to allow him/her access to learn are not available.</p>

THANK YOU

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Please remember the transition process is just that...a process....each student needs time to settle into a new environment with new friends and adults in his/her life. There are new expectations and routines to learn. Some students need a little more time to acclimate.

If your child has never been to school, is acquiring a new language, has a disability, or has any other changes going on it may be a factor in the amount of time it takes for him/her to adjust and show what they know.

Please remember to discuss any concerns with your child's teacher to so that he/she can be supported most effectively.

Thank you for taking the time to understand the CPSE and CSE Process.

We look forward to our work together as a collaborative team to support your child in his/her education!